



PROFESSIONAL DEVELOPMENT FOR DATA UTILIZATION

Purpose	District and school RtI leadership teams can use this tool to evaluate staff professional development needs related to implementing assessments and use of assessment data. The results can be used to plan training for staff.
Materials	None
Media	None
Topic	Response to Intervention in Elementary-Middle Math
Practice	Screening and Monitoring

Professional Development for Data Utilization: Self-Assessment

School RtI leadership teams can use this self-assessment in a variety of ways and should adapt the entries to fit the specific circumstances of their school.

For a schoolwide picture of professional development needs, school leadership can ask staff to complete the survey anonymously. Grade-level teams can discuss and complete the assessment together, providing the results to the school's RtI leadership team. Alternatively, an RtI leadership team might use the entries as a guide for planning training activities.

Skill/Topic	Yes	No	Questions/Notes
1. I understand the specific purpose of the screening, progress monitoring, and benchmark math assessments in use at my grade level.			
Screening			
2. I know which math screening instruments are used at my grade level and the types of scores each instrument generates.			
3. I know the cut scores for each screening instrument/point of screening.			
4. I understand the decision rules that apply to different score bands around the cut score.			
5. I know how to access scoring information for individual students.			
Progress Monitoring			
6. I know which math progress monitoring instruments are used at my grade level.			
7. I understand the types of scores each instrument generates and the advantages and limitations of different types of scores.			
8. I know how to enter data accurately in the computerized system.			
9. I know how to generate reports from the computerized system that are useful to my decision making.			

10. I know how to summarize class score accurately and create meaningful sub-group analyses.			
11. I know the score expectations for different benchmark points for my grade level.			
12. I know how to create graphs of student progress.			
13. I know how and why to chart aimlines.			
14. I know how to display and interpret data from multiple assessments.			
Using Data			
15. I can identify and summarize student and class strengths and weaknesses based on data profiles.			
16. I know how to track and compare student performance over time.			
17. I know where I can get assistance in devising instructional strategies for particular groups of students.			
18. I know how to determine whether or not students have made adequate progress.			